

FAIRFIELD PRIMARY
175 Medley Road
Winnsboro, South Carolina 29180

GRADES K-3 Elementary School

ENROLLMENT 504 Students

PRINCIPAL Gail McIntyre 803-635-5594

SUPERINTENDENT Dr. Walt Tobin, Transitional Superintendent 803-635-4607

BOARD CHAIR Ms. Annie E. McDaniel 803-635-6894

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	9	61	44	3

IMPROVEMENT RATING:

EXCELLENT

ADEQUATE YEARLY PROGRESS:

NO

This school met 9 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

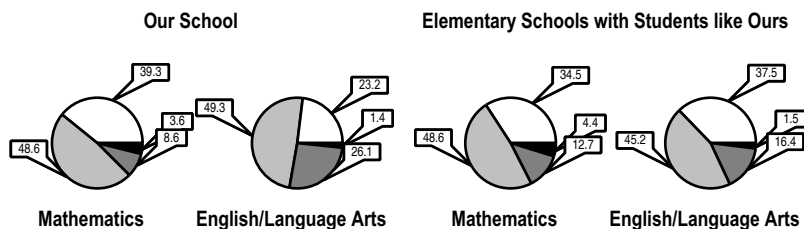
SOUTH CAROLINA PERFORMANCE GOAL




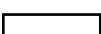
By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:
WWW.MYSCSCHOOLS.COM
WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Average	N/A
2002	Unsatisfactory	Unsatisfactory	N/A
2003	Average	Excellent	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	27	152	73
Percent satisfied with learning environment	70.4%	78.9%	74.6%
Percent satisfied with social and physical environment	77.8%	80.8%	83.3%
Percent satisfied with home-school relations	48.1%	78.1%	81.9%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	180	97.8	23.2	49.3	26.1	1.4	27.5	17.6
Gender								
Male	82	97.6	24.6	49.2	24.6	1.6	26.2	17.6
Female	98	98.0	22.4	48.7	27.6	1.3	28.9	17.6
Racial/Ethnic Group								
White	35	100.0	7.1	50.0	39.3	3.6	42.9	17.6
African-American	143	97.2	28.0	48.6	22.4	0.9	23.4	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	146	97.9	18.3	47.1	32.7	1.9	34.6	17.6
Disabled	34	97.1	38.2	55.9	5.9	N/A	5.9	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	180	97.8	20.5	51.3	26.5	1.7	28.2	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	180	97.8	21.2	50.8	26.3	1.7	28.0	17.6
Socio-Economic Status								
Subsidized meals	158	97.5	24.8	49.6	24.0	1.6	25.6	17.6
Full-pay meals	22	100.0	9.1	45.5	45.5	N/A	45.5	17.6

Mathematics								
All students	180	98.3	39.3	48.6	8.6	3.6	12.1	15.5
Gender								
Male	82	97.6	38.7	51.6	6.5	3.2	9.7	15.5
Female	98	99.0	38.2	47.4	10.5	3.9	14.5	15.5
Racial/Ethnic Group								
White	35	100.0	14.3	71.4	10.7	3.6	14.3	15.5
African-American	143	97.9	45.4	43.5	7.4	3.7	11.1	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	146	98.6	27.6	57.1	10.5	4.8	15.2	15.5
Disabled	34	97.1	74.3	22.9	2.9	N/A	2.9	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	180	98.3	34.7	50.8	10.2	4.2	14.4	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	180	98.3	35.3	51.3	10.1	3.4	13.4	15.5
Socio-Economic Status								
Subsidized meals	158	99.4	42.1	46.8	7.9	3.2	11.1	15.5
Full-pay meals	22	90.9	9.1	72.7	18.2	N/A	18.2	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	189	N/A	43.5	38.4	18.1	N/A	18.1
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	180	97.8	23.2	49.3	26.1	1.4	27.5
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	189	N/A	58.0	36.5	5.0	0.6	5.5
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	180	98.3	39.3	48.6	8.6	3.6	12.1
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 504)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	4.1%	Up from 3.9%	3.1%	2.4%
Attendance rate	95.0%	Down from 96.5%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	3.3%	Down from 6.2%	6.1%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	4.6%	Down from 6.8%	8.3%	8.0%
Older than usual for grade	1.0%	Up from 0.4%	2.7%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 49)				
Teachers with advanced degrees	51.0%	Down from 58.8%	47.4%	50.0%
Continuing contract teachers	75.5%	Down from 78.4%	80.0%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	84.5%	Down from 84.6%	81.8%	86.2%
Teacher attendance rate	93.6%	Down from 95.5%	94.9%	95.3%
Average teacher salary	\$40,727	Up 5.0%	\$39,015	\$39,909
Prof. development days/teacher	9.2 days	Up from 5.0 days	13.5 days	11.4 days

School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio	18.2 to 1	Up from 17.7 to 1	17.2 to 1	18.9 to 1
Prime instructional time	86.1%	Down from 90.8%	88.5%	89.7%
Dollars spent per pupil*	\$5,962	Up 5.9%	\$6,451	\$5,892
Percent spent on teacher salaries*	72.2%	Down from 74.2%	65.8%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.1%	Up from 94.9%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Fairfield Primary School is a Title One School. Our Title One funds were used to hire additional teachers to reduce class sizes, fund our after school program, provide software for our computer center, and fund monthly parent classes. Our school also received retraining grant funds for staff development and funds for a homework assistance program.

Staff Development focused on team building, writing, math, balanced literacy, curriculum mapping, and standards based instruction.

The students had the opportunity to participate in the Reading Counts program, Book It, Read Across America, Star Student program, Math Star of the Month, and Writer of the Month. Students were recognized throughout the year for attendance, academic progress and citizenship.

We continued to work on strengthening the home-school relationship. The school sent out weekly interim reports for academics and discipline, a monthly newsletter, and a monthly calendar. We created a parent resource room and implemented a volunteer program. We also had an active PTO and SIC.

Our challenges continue to be staff turnover, readiness level of the students when they enter school, attendance and a high mobility rate. We will continue to work on cultural sensitivity and setting higher expectations for our students. We also need to increase the use of technology in our school.

We applaud the efforts our parents who work with us to educate their children.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.